|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| STEP ONE |  | STEP TWO | STEP THREE | STEP THREE |  |

**Topic Question and**

**Strategic Use of Afferent Discussion**

***Grasp the students’ interest***

**Vocabulary**

**Instruction:**

* **Morphemic analysis**
* **Contextual analysis**
* **Both**

**Text-Marking during Reading #1: use a coding system that engages students in critical thinking**

**Follow-up Text-Based Discussion (Efferent discussion)**

**thinking**

**Directed Note-Taking during Reading #2: students**

**identify relevant & significant text information**

**Follow-up**

**Text-Based Discussion**

**(Efferent)**

**Model Question Generation – one of the most potent strategies**

**Student Question Generation during Reading #3**

**All students generate relevant questions on post-it notes to place on poster**

**Final Written Response to the Reading of the Text**

**Students compare their final written response to their previous written responses to see their growth in thinking across time.**

**Text-Based Discussion on Essential Question**

**(Efferent Discussion)**

**Comprehension Instructional Sequence Timeline**

**Written Response to Reading**

**Students use what they have learned from their first and second text-reading, text-based discussions, & note-taking to write a response to the question:**

* **Students use text information to justify claims/positions in their response**

Ongoing

Ongoing

**Whole Group Categorizing**

**of Questions**

**Engage in Collaborative Inquiry to:**

* **search/locate answers to multiple significant questions generated by students**
* **evaluate source/text information:** 
  + **identify bias**
  + **determine credibility & validity**
  + **corroboration across sources**
* **post answers on Question/Answer Concept Board – an ongoing process over time**

**Predictive Writing**

**Before reading the article, or having text based discussion with their classmates, the students write briefly; this writing reveals the level of prior knowledge students regarding the topic. When they share their writing with each other, background knowledge for the topic will be developed.**

**Question & Answer Concept Board**